DOCUMENT RESUME

ED 166 405 CE 019 425

AUTHOR	Tarantine, James A.
TITLE	Career Development Program, K-10. Mansfield City Schools. Final Report.
INSTITUTION	Mansfield School District, Ohio.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE	78
CONTRACT	OE-18-78
NOTE	56p.; For related documents see ED 151 590 and CE 019 251
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Career Awareness; Career Development; *Career Education; *Career Exploration; *Changing Attitudes; Community Involvement; Curriculum Development; Elementary Secondary Education; Inservice Teacher Education; *Program Development; *Program Effectiveness
IDENTIFIERS	Mansfield City Schools OH; Ohio

ABSTRACT

Teachers in Ohio's Mansfield City Schools, K-10, participated in a project designed to include career development as a regular part of the instructional program. First, career education coordinators provided inservice sessions to enable school personnel to incorporate career development within the curriculum. The career development program also maintained and expanded school involvement in the community. The program was developed around three components: career motivation (K-6); career orientation (grades 7-8); and career exploration (grades 9-10). Standardized instruments were administered in grades nine and ten to help students understand their aptitudes and interests in relation to career possibilities. These students were also given an opportunity to explore at least three careers in the field on a one-to-one basis. To evaluate the project, career development tests were administered in grades 3, 6, 8, and 10 on a pre- and posttest basis. The data substantiated that most of the objectives were achieved; however, insignificant changes were found, especially at the eighth- and tenth-grade levels, for attitude changes toward oneself, others, and the world of work. The evaluation process revealed that not all students in the exploration component had experienced three career explorations by the end of their sophomore year. Evaluation also disclosed that some teachers, especially at the tenth-grade level, were not infusing career-related activities within their classrooms; however, most teachers conducted some career activities within their classrooms throughout the school year. (Author/EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166405

Career Development Program, K-10
Mansfield City Schools

Final Report

by

James A. Tarantine
Career Development Supervisor
Mansfield City Schools
Mansfield, Ohio

1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Mansfield Board of Education
53 West Fourth Street
Mansfield, Ohio

CE 019 425

JAN 02 1979

APPENDIX A

Cover Page

Title of Program:	Career Development Program, K-10
Applicant Organization:	Mansfield Board of Education 53 West Fourth Street Mansfield, Ohio
Initiator:	Mr. James A. Tarantine Career Development Supervisor (419) 522-0611 Ext: 59
Program Director: (if different from initiator)	
Transmitted by:	Dr. James H. Fox, Superintendent Mansfield City Schools (419) 522-0611 Ext: 33
Duration of Activity:	July 1, 1977 to June 30, 1978
Purpose of Grant or Contract:	To implement the Career Development Program (K-10) in the Mansfield Senior High School district and maintain the Career Development Program (K-10) in the Malabar High School district.
Use of Funds:	Personnel, instructional materials, student field experiences, inservice training, supplies and services in addition to existing school programs, necessary to implement and maintain the Career Development Program in Grades K-10.
Total State Funds Requested:	$ 100,899

Title of Research Program: Career Development Program, K-10
Mansfield City Schools

Proposed Beginning and Ending Dates: July 1, 1977 to June 30, 1978

ABSTRACT

Statement of Problem:

Traditionally, schools have focused on transmitting a body of knowledge to students. Development of attitudes, values, and an understanding of self that would help students cope with today's technological society has been largely ignored. Inclusion of occupational information has been infrequent and abstract, establishing an artificial barrier between learning and living. The schools hava a responsibility to provide that kind of an education for all youth that will enable them to develop employable skills at the completion of their public school years; this responsibility cannot be met without a planned, systematic career development program.

Statement of Objectives

In order to meet the total needs of youth, teachers in grades K-10 included career development as a regular part of their instructional program. Career coordinators provided in-service sessions to enable school personnel to incorporate career development within the curriculum. The career development program maintained and expanded school involvement with business, labor, and industry. Students received comprehensive career development through the seven areas of concern.

Description of Activities

Career development encompassed cognitive, simulated and experiential activities that motivated students to become working members of society. Students investigated a wide range of occupations through field experiences, resource persons, audio-visual and printed materials. The GATB and OVIS instruments, administered by guidance counselors in grades nine and ten, helped students ascertain their aptitudes and interests relative to career possibilities. Students were given an opportunity to explore at least three careers in which they were interested. These explorations were done in the field and were conducted on a one-to-one basis.

Techniques of Program Review and Reports

The P.R.I.D.E. review for the Mansfield V.E.P.D. is scheduled for the 1978-79 school year. During FY 78 career development tests similar to the Ohio Career Education Tests were administered to students in grades 3, 6, 8, and 10 on a pre- and post-test basis. The results of these evaluation tools, combined with other supportive evidence, are included within the final report.

Contribution to Education

The career development program strengthened the essential purpose of education - learning for living. Through career development, self-concepts were positively reinforced and students were motivated to perform better in the classroom. The career development program helped students become aware of the factors that influence personal and career goals. The career development program assisted teachers in relating what is learned in the classroom to the world outside of the school building. In short, career development reinforced the goal of all education, helped young people perform better in the classroom, assisted students with personal and career decision-making, and made the curriculum relevant to the needs of youth.

NARRATIVE REPORT

I. NEED:

a. Evidence of a Commitment. The philosophy statement of the Mansfield City Schools clearly states the importance of career development in this system:

> ... Our curriculum must meet the needs and desires of every child on a mental, cultural, emotional, social and physical level. To this end, we accept the responsibility for developing fundamental skills, creating an atmosphere for constructive, creative, and reflecting thinking and developing an awareness of career opportunities...

At a Board of Education meeting in Mansfield, board members unanimously passed a resolution endorsing career development in the Malabar attendance area and supporting expansion of career development to the Senior High School attendance area. (See Exhibit A.)

During a recent school year the Delphi Process was utilized to conduct a goal study for the Mansfield City Schools. This organized and systemized assessment instrument sampled teachers, administrators, counselors, school psychologists, business, labor, and industry regarding their thoughts as to what should be the chief goals of this school system. Two of six broad desired goals ascertained from this comprehensive survey were:

(1) Mansfield schools should help students develop positive self concepts and decision-making skills.
(2) Mansfield schools should help students practice independence without losing respect for others.

The groups sampled by the Delphi model were asked to prioritize desired student goals. The scale of priority was: 1 - Not a Priority, 2 - Lowes Priority, 3 - Low Priority, 4 - Some Priority, 5 - High Priority, 6 - Highest Priority. Some of the goals relating to career development that received a 5 or 6 priority rating from sample groups were the following:

(1) Students should have a knowledge of occupational and educational alternatives; their requirements, performance expectations, and rewards.
(2) Students should have a saleable job entry skill whether or not they plan to attend college or technical school.
(3) Students should develop respect and understanding of others.
(4) Students should recognize the importance of sound management of financial needs.
(5) Students should know how to apply learned information.
(6) Students should learn the value of work.

The results of this extensive survey in Mansfield clearly substantiated the need for a well planned and coordinated career development program to meet student goals which this community had given high priority.

As further evidence of school system commitment, career development was included within the "Course of Study for Mansfield Elementary Schools." This curriculum guide was used by all elementary teachers. In addition, career development concepts and objectives were incorporated within the existing social studies units for teachers in grades K-12.

Language arts teachers in Mansfield completed a revision of their curriculum and have incorporated career development objectives and activities within the new Language Arts Course of Study.

The Mansfield Area Chamber of Commerce, Rotary Club, Kiwanis Club, and representatives of labor were directly involved in various aspects of the Mansfield Career Development Program. This active involvement was ample evidence of business, industry, and labor support for career development in Mansfield. The willingness of parents and community organizations to visit schools and have students visit them through career-related activities was further proof of wide community support for this program.

A very effective community resources workshop was held for counselors, teachers, and administrators in the Mansfield City Schools. This workshop, conducted over a three week period of time, put school personnel in direct contact with business, labor, industry, social service agencies, institutions of higher learning, service organizations, city and county government officials and minority group organizations in Mansfield. This workshop demonstrated active commitment of the Mansfield community for the career development program.

b. Inventory of Current Status of Career Development Efforts. The Mansfield Career Development Program was implemented within the Mansfield Senior High School district. The degree of implementation in all three components was commensurate with the extent to which school personnel knew the goals of career development and were willing to incorporate these within the daily instructional program.

A strong emphasis on Self and Individual and Environment in the Mansfield career program enabled teachers to reinforce positive self-concepts among students. In addition, elementary students in career program schools evidenced an acceptance of the need to work cooperatively with others in order to accomplish tasks. Through a variety of printed materials, audio-visual media, field experiences, and resource speakers, elementary students in career program schools demonstrated a greater appreciation for all levels and types of work in our economy. The inclusion of career development concepts and activities within the elementary curriculum guide of the Mansfield City Schools was extremely helpful in insuring that desired student outcomes were achieved.

As a part of the Orientation component, seventh and eighth grade students were introduced to the fifteen occupational clusters through related subject area teachers. The coverage of career clusters by subject area teachers insured that students saw a relationship between subjects studied in school and applications in the world of work.

Within coverage of clusters, students were given assignments which enabled them to relate their individual abilities and interests to future career choices. Purchase of audio-visual materials by the Mansfield Instructional Media Supervisor permitted better coverage of cluster areas. Also, the purchase of cluster booklets from the State Office of Career Education enhanced coverage of the 15 U.S.O.E. clusters.

Ninth and tenth graders in the Exploration component were given opportunities to have at least three career visitations. Ninth graders spent a day with a parent, relative, or friend on the job. The Rotary Club of Mansfield worked with the career development program to schedule explorations for sophomores. Most of the tenth grade career explorations involved individual appointments with people in the community occupying jobs of student interest. Through this means, Mansfield was able to offer an exceptional career exploration experience for students. The G.A.T.B. and O.V.I.S. were administered by guidance counselors in the ninth and tenth grades respectively. A combined print-out of results from both instruments was interpreted to sophomores by guidance counselors. Counselors worked with the career development program to provide occupational information to students as a follow-up to small group interpretation sessions.

The career staff cooperated with the social studies department and the local Chamber of Commerce to revise economics units for seventh, ninth, and eleventh grades. These units insured that the area of Economics was covered by social studies teachers in junior and senior high schools.

c. Program Planning Team and Activities. At the system-wide level the career director worked directly with the Director of Instruction to insure that the career development program was an integral part of the existing curriculum in the Mansfield City Schools. The project director was free to work across subject area lines to insure that career development was a part of many curricular areas. The career project director worked with the Supervisor of Vocational Education to insure that career development for vocationally oriented youngsters was of a high caliber.

The career project director worked with the Director of Pupil Services to insure guidance counselor involvement in the career program.

At the building level, the career staff involved principals in planning career activities in their schools. At the junior and high school levels, guidance counselors were asked to provide input relating to planned career development activities.

In-service workshops before school, after school, and during summer sessions gave teachers an opportunity to plan career development activities in their classrooms.

Community leaders were contacted when career activities were planned that involve their special expertise. Thus, when a banking project was planned by the career staff and teachers, a local bank vice-president was asked to serve on the planning committee. In another example, personnel directors in local industries were asked to assist junior high teachers in a career project that would help students learn about how to apply and interview for jobs.

The Career Advisory Council, composed of school personnel, business, labor, and industry, were called upon to make suggestions regarding current activities and offer new ideas for future career program activities.

Career program coordinators worked daily with teachers and students in planning career development learning experiences.

2. OBJECTIVES

a. Career Motivation, K-6

The major areas of the curriculum covered by K-6 teachers in Mansfield were language arts (reading), social studies, health, mathematics, and science. The following Motivation objectives demonstrate how career development was related to these areas of the curriculum in the elementary grades.

(1) Through the areas of social studies, language arts, and health, learning experiences were devised to provide students with opportunities to become aware of their abilities, interests, and potential for future personal and occupational growth.

(2) Through the area of social studies, language arts, and health instructional activities were designed to enable students to develop positive self-concepts and a greater understanding of the interdependence of all people.

(3) Through the areas of social studies and language arts educational experiences were developed to enable students to appreciate all levels and types of work in our society.

(4) Through the areas of social studies and mathematics learning activities were devised to develop in students an awareness that work is a necessary element of life and a vital component of our economy.

(5) Through the areas of health and science learning opportunities were developed to assist students in understanding their relationship to the physical and social environment.

b. Career Motivation Activities

(1) Kindergarten

(a) Objective: Student can verbally classify clothing items according to winter, summer classification.

Career Development Activity: Students were shown pictures of various workers performing tasks in the four seasons. Had the student place workers (according to their clothing) in each of the appropriate seasons.

Developmental Areas: Individual and Environment, World of Work, Decision-Making.

(b) Objective: Student can verbalize the main idea of a picture.

Career Development Activity: Students were shown pictures of people performing a job task, hobby or playing a sport and had the student identify the main activity in the picture.

Developmental Areas: World of Work, Decision-Making

(c) Objective: Student can give an appropriate answer to a question.

Career Development Activity: Asked the student various questions about feelings and had them convey their answers with words, or facial and body expressions.

Examples: How do you look when you are happy?
What makes you happy?

Developmental Areas: Self, Decision-Making

(d) Objective: Student can speak in a complete sentence using subject and verb.

Career Development Activity: Using an open ended sentence, asked the student to complete the thought.

Example: My mother _____around the house.
My father _____.
We are all alike _____.
I am different because _____.

Developmental Areas: Individual and Environment, Self, Decision-Making.

(2) First Grade

(a) Objective: Student will be able to recognize isolated letters of the alphabet.

Career Development Activity: Using pictures of workers, students placed the beginning letters of the workers on the side or bottom of the pictures. Had the student state beginning letters and complete names of workers in pictures of his/her choice.

Developmental Areas: World of Work, Decision-Making

(b) Objective: The student will identify the long and short sounds of the vowels when they are presented to him/her.

Career Development Activity: Using names of workers on cards, the teacher said the name of the worker to the student. The student was asked to state whether the vowel(s) in each worker's name is (are) long or short.

Developmental Area: World of Work

(c) Objective: The student will be able to identify "I" as a word requiring capitalization.

Career Development Activity: Had the student write sentences about himself/herself beginning with "I".

Developmental Area: Self

(d) Objective: After listening to oral reading of a story, the student will recall at least two happenings or events.

Career Development Activity: The teacher read story selections from the "Career Awareness Center" and had students recall happenings and events from selected stories.

Developmental Areas: Decision-Making, World of Work, Individual and Environment.

(3) Second Grade

(a) Objective: The student will demonstrate a working knowledge of word division principles by dividing fifteen nonsense words into parts.

Career Development Activity: The teacher wrote fifteen occupations backwards on the chalkboard. Students came to the chalkboard and divided these nonsense words into their proper parts.

Developmental Areas: Decision-Making, World of Work

(b) Objective: The student will be able to identify the alphabetical order of a list of words and thereby demonstrate first-letter discrimination.

Career Development Activity: Scrambled a list of occupations or tools and had students place the occupations or tools in alphabetical order.

Developmental Areas: Decision-Making, World of Work

(c) Objective: The student will be able to identify the main idea of an orally presented selection.

Career Development Activity: The student chose stories from the "Career Awareness Center" and related the main idea of selected stories.

Developmental Areas: Self, Decision-Making

(d) Objective: The student will be able to select the proper punctuation for a declaratory or question sentence.

Career Development Activity: The teacher listed sentences about self and the student provided the proper punctuation.
Examples: My favorite color is _____.
What sport do you like best?
Whose hobby is kite flying?

Developmental Area: Self, Decision Making

(4) Third Grade

(a) Objective: The student will be able to classify items from a list.

Career Development Activity: The teacher gave students a mixed list of occupations, tools, and foods. Each student classified words under their proper heading.

Developmental Areas: Decision-Making, World of Work

(b) Objective: The student will be able to locate a word in the dictionary using basic dictionary skills.

Career Development Activity: Using the "Dictionary of Occupations" the student had to locate a particuiar occupation using proper dictionary skills.

Developmental Area: World of Work

(c) Objective: The student will be able to write a simple sentence.

Career Development Activity: The teacher asked students to write a sentence about themselves, their family, or their father's job.

Developmental Area: Decision-Making, Self, Individual and Environment, World of Work.

(d) Objective: The student's writing will be neat and legible.

Career Development Activity: Duplicated an illegible job application and asked students to read it. After students read the job application, discussed the importance of neat and legible writing.

Developmental Areas: Self, Employability and Work Adjustment Skills

(5) Fourth Grade

(a) Objective: The student will be able to write a friendly letter correctly.

Career Development Activity: The student wrote a friendly letter to a student in another school telling about themselves, their school, or their family.

Developmental Areas: Self, Decision-Making, Individual & Environment

(b) Objective: The student will be able to identify the components of a friendly letter.

Career Development Activity: Asked the student to identify components of the friendly letter he/she had written about themselves, their school, or their family.

Developmental Areas: Decision-Making, Self, Individual & Environment.

(c) Objective: The student will be able to address an envelope for a friendly letter using the correct form, capitalization, and punctuation.

Career Development Activity: The student correctly addressed an envelope for his/her friendly letter about themselves, their school, or their family.

Developmental Areas: Self, Individual and Environment

(d) Objective: The student will be able to read and understand labels, forms, and charts.

Career Development Activity: Students brought to school labels from various food cans, cereal boxes or cake mixes. Had each student read their labels and discuss price, quantity, and other important parts of the labels.

Developmental Areas: Economics, Decision-Making

(6) Fifth Grade

(a) Objective: The student will be able to write several sentences on a given topic.

Career Development Activity: Had students write a paragraph about themselves, their family, or a topic related to economics.

Developmental Areas: Self, Individual and Environment, Economics, Decision-Making.

(b) Objective: The student will be able to distinguish fact from opinion.

Career Development Activity: Had students compare news stories and editorials from the daily newspaper. Asked students to cite examples of fact and opinion.

Developmental Area: Decision-Making

(c) Objective: The student will be able to find information efficiently in a variety of reference tools.

Career Development Activity: Had students use various reference sources (encyclopedias, almanacs, "Dictionary of Occupations," and others) to locate information on specific occupations.

Developmental Areas: World of Work, Employability & Work Adjustment, Skills

(d) Objective: The student will be able to read and understand tables and lists.

Career Development Activity: The teacher discussed people who use tables in their work - weather persons, accountants, etc. The students read a weather table. Each student was asked to prepare a grocery list for his/her family.

Developmental Areas: World of Work, Economics, Decision-Making

(7) Sixth Grade

(a) Objective: The student will be able to identify the most common forms of persuasive language used in everyday living.

Career Development Activity: Listed and explained the six appeals of advertising - public concern, eye contact, statistical, humor, youth, and humble. Discussed the language used in each of the six appeals of advertising. Each student chose a product and wrote an ad using persuasive language with one of the six appeals of advertising.

Developmental Areas: Economics, Decision-Making

(b) Objective: The student will be able to use the card catalog to find specified information.

Career Development Activity: Had students choose an occupation and use the card catalog to locate media materials in the library concerning the chosen career.

Developmental Areas: Decision-Making, World of Work

(c) Objective: The student will be able to summrize information in a simple written form.

Career Development Activity: Using addresses listed in the Occupational Outlook Handbook, had students write for information on chosen careers. After reviewing materials on chosen careers, had students summarize what they read.

Developmental Areas: Decision-Making, World of Work, Employability and Work Adjustment Skills, Education and Training.

(d) Objective: The student will be able to identify given sentences as declarative, interrogative, imperative, or exclamatory.

Career Development Activity: The teacher prepared a list of sentences about self. The list consisted of types of sentences. Students were asked to identify sentences according to type.

Example: John said, "I love to play with tools!"
Mr. Smith commanded: "Bring me the box from the delivery truck."
"Frank is very good at working with clay."

Developmental Areas: Self, Decision-Making.

c. Career Orientation, 7-8

(1) Through a process which assigns career clusters to related subject areas, teachers enabled pupils to study characteristics of careers listed within the fifteen occupational groupings developed by the United States Office of Education.

(2) Teachers invited resource speakers into their classrooms and scheduled field experiences that provided students more information regarding a wide variety of careers.

(3) Teachers utilized career development activities to help students relate their abilities, aptitudes, and interests to possible career choices.

(4) Through career development activities and materials, teachers showed students the relationship between subjects studied in school and applications in the world of work.

d. Career Orientation Activities

(1) Seventh Grade

(a) Had students do job surveys using "Desk Top Career Kits." The job surveys related to a unit in the literature anthology; e.g., all occupations necessary to make a sport possible. This activity included the areas of Individual and Environment, World of Work, Employability and Work Adjustment Skills, Education and Training, and Decision-Making.

(b) Had students compose a paper entitled "Who Am I?" This activity related to the area of Self.

(c) Had students compose a paper entitled "Steps into the Future." This assignment enabled students to express what they may want to do ten years in the future. Students were also given a time schedule for meeting their occupational goals. This activity related to the areas of Self, World of Work, Education and Training, and Decision-Making.

(d) Language arts teachers had students prepare collages or "Me" boxes and share these with their classmates through oral presentations. This activity related to the area of Self.

(e) Language arts teachers utilized lessons entitled "Jobs and Gender" which included a survey of student attitudes toward male/female roles, including courses offered in school.

These activities related to the areas of Decision-Making, World of Work, Individual and Environment, Education and Training, and Economics.

(f) Individual students or small groups of students prepared units on careers of their choice. Students arranged for resource speakers to come to the school or to interview persons in the community. This activity related to the areas of Self, Decision-Making, Education and Training, and Employability & Work Adjustment Skills.

(2) Eighth Grade

(a) Had students research various occupations using such reference sources as Desk-Top Career Kits, S.R.A. Work Briefs, Occupational Outlook Handbook, D.O.T. and others to be found in the school library. This activity related to the areas of Decision-Making, Education and Training, Employability and Work Adjustment Skills, and World of Work.

(b) Had students interview resource persons from various occupational fields. This activity related to the areas of World of Work and Education and Training.

(c) Had students read stories and complete oral and written assignments in the Scholastic Literature Unit, Communication Person to Person. This activity related to the areas of Self, Employability and Work Adjustment Skills, and Individual and Environment.

(d) Had students read stories and complete oral and written assignments in the Scholastic Literature Unit, The Family. This activity related to the area of Individual and Environment, Self, and Economics.

(e) Had students read and discuss stories in the anthology, Success. This activity related to the areas of Self, Individual and Environment, and World of Work.

(f) Had students read and discuss the selection The Pigman. This activity related to the areas of Self and Individual and Environment.

(g) Another major thrust of career development during the seventh and eighth grade years was the coverage of the fifteen occupational clusters developed by the U.S.O.E. To better accomplish this objective, the Mansfield Career Development Program utilized the Career Orientation Series of Cluster Booklets distributed by the Ohio Department of Education.

These booklets were distributed to the following subject areas and grade levels:

Agri-Business & Natural Resources - Social Studies, 7th Grade
Business and Office - Mathematics, 7th Grade
Communications & Media - Language Arts, 8th Grade
Construction - Shop, 8th Grade
Consumer and Homemaking - Home Economics, 8th Grade
Environment - Science, 7th Grade
Arts & Humanities - Music, 7th Grade, Art, 7th Grade, Language Arts, 8th Grade
Health - Physical Education & Health, 7th Grade
Hospitality & Recreation - Physical Education & Health, 8th Grade

Manufacturing - Social Studies, 7th Grade
Marine Science - Science, 7th Grade
Marketing and Distribution - Mathematics, 8th Grade
Personal Service - Language Arts, 7th Grade
Public Service - Social Studies, 8th Grade
Transportation - Social Studies, 8th Grade

Through this approach, all students analyzed all fifteen cluster areas by the conclusion of the eighth grade. The dispersion of clusters among many subject areas over a two year span of time insured proper coverage without undue burden on a few teachers and continuous overlapping for students.

Each teacher was asked to schedule nine class periods or a two-week span of time for the coverage of a cluster booklet. Teachers were instructed to use supplementary check charts in conjunction with cluster booklets.

e. Career Exploration, 9-10

(1) Through the administration and interpretation of the General Aptitudes Test Battery by guidance counselors, students were able to relate their aptitudes to possible career choices.

(2) Through the administration and interpretation of the Ohio Vocational Interest Survey by guidance counselors, students were able to relate their interests to possible career choices.

(3) Through an interpretation by guidance counselors of a combined print-out of results from the GATB and OVIS instruments, and subsequent related career development activities, teachers improved students' career decision-making skills.

(4) Freshman students were given an opportunity to explore in-depth at least one career area of their choice through the "Day With a Parent, Relative, or Friend On-the-Job" experience.

(5) The Rotary and Kiwanis Club in Mansfield cooperated with the career development program to enable sophomore students to explore in-depth at least two possible career areas of their choice in the community.

f. Career Exploration Activities

(1) Real or simulated experiences in at least three occupations of the student's choice were provided through the following approaches:

(a) The Malabar Rotary Career Exploration Project.
(b) The Mansfield Senior High Kiwanis Career Exploration Project.
(c) The ninth grade experience in which students visited their parents, relatives, or friends on the job.
(d) Field trips into the community.
(e) Guest speakers in the classroom.

(f) Personal interviews in the community.
(g) Hands-on experiences in home economics, industrial arts, science, vocational, and business education facilities in the schools.
(h) Whenever possible arrangements were made for students to have career experiences, with or without pay, after school hours.
(i) 16mm films and filmstrips were used for those occupations which do not exist in this locality or could not be viewed due to liability laws.
(j) Significant hands-on experiences were made possible through a high school action learning program, Junior Achievement, Boy Scouts, Girl Scouts, and summer Youth Corps projects.

(2) In order for students to relate their aptitudes and interests to various career fields, an active testing program was conducted by counselors in grades nine and ten. The GATB was administered and interpreted by counselors in grade nine. At the tenth grade level guidance personnel administered the OVIS. The combined GATB and OVIS print-out was interpreted by guidance counselors with small groups of tenth graders.

(3) Following the administration and interpretation of the GATB in the ninth grade, students took part in an extensive career unit in language arts classes. This unit involved individual research, group research, interviewing, field experience, resource speakers, and a culminating activity entitled the Career Day.

(4) Resource speakers from a wide assortment of career areas met with small groups of students in the school to assist them in career research areas. This activity related to the areas of World of Work, Employability and Work Adjustment Skills, and Education and Training.

(5) Ninth grade students were brought to the Mansfield Campus of The Ohio State University, North Central Technical College, and the Vocational Department at Mansfield Senior High School to receive further information on career choices.

(6) At the tenth grade level, career development was emphasized through activities in several subject areas: Examples:

(a) World Studies - 10th Grade
"Perspectives on Death" was one unit covered in this course. Students were divided into groups to work on specified tasks. Tasks included arranging visits to funeral homes, interviewing and inviting clergy, doctors, and funeral directors to the school. Each group of students was required to prepare an evaluative exercise for the task assignments. Part of the evaluation for this unit was based upon how well groups of students organized their tasks and worked together.

(b) Biology - 10th Grade
Students learned about careers related to this subject area through:

- Viewing a filmstrip "Careers in Biology: The Science of Life." This filmstrip cited careers requiring educational levels from high school graduate to Ph.D. The filmstrip also included questions designed to have students relate personal characteristics of biological careers to their own interests and aptitudes.
- Field trips were arranged to such sites as a greenhouse, a truck farming operation, the Ohio Agricultural Research and Development Center, and a state park to view first-hand careers related to the field of biology.

(c) Fundamentals of Oral and Written Communications - 10th Grade
This twelve week mini-course was taken by students who planned to enter the world of work immediately after high school graduation. Teachers used the Scholastic publication Scope Visual 13, Getting Applications Right to provide relevant experiences for students in this course.

(d) Reading for Pleasure and Profit - 10th Grade
This course was taken primarily by students who did not intend to further their education beyond high school. Teachers utilized career development activities included within Scope magazine from Scholastic Publishers. Career activities contained within this periodical related to all seven developmental areas. For example, activities were designed to give students information concerning individual interests, aptitudes, and other characteristics needed to perform specific careers.

(e) Mass Media - 10th Grade
As part of this course, students studied career possibilities in all forms of media - theater, radio, T.V., movies, and others. Students were given direct exposure to such careers through visits to local radio stations, T.V. stations, and university theaters.

3. DESCRIPTION OF ACTIVITIES:

a. In-Service Education

(1) The career development staff designed and implemented in-service programs for the following populations: teachers in all schools; central office administrators; principals in career program schools; special services personnel including psychologists and persons who work with physically and emotionally handicapped youngsters; adult organizations in the community including parents of students in program schools; service clubs; radio programs; guidance personnel; and other school systems.

The career program conducted a needs assessment survey each spring to determine in-service priorities for the following school year. The major focus of in-service this school year was to show staff how career development activities are directly linked to objectives of subject areas at each grade level.

The career staff designed and implemented a three part in-service program for schools new to career development. This program included two before school meetings and an extensive three hour evening workshop. Teachers and administrators who experienced this approach agreed that it enabled them to begin career development in a comfortable manner. In addition, career staff followed up this process with extensive one-on-one contact with teachers in new program schools.

Teachers new to career development were helped by career staff members to infuse career activities within their regular instructional programs.

During the summer of 1977 a comprehensive summer in-service program entitled "The Mansfield Community Resources Workshop" was attended by teachers at all grade levels and guidance personnel. This workshop brought together educators, business representatives, labor leaders, social service organizations, government officials, and others in an effort to strengthen a linkage between education and work in Mansfield. The Mansfield Campus of The Ohio State University cooperated with the Career Development Program to organize, conduct, and evaluate the workshop. All participants evaluated this in-service experience as highly worthwhile. During the summer of 1978 the "Community Resources Workshop" will be again offered to teachers and guidance personnel.

(2) In-Service Topics, Activities, Target Populations, and Timeline for FY 78.

(a) Motivation

Topic	Activity	Participants	Completion Date
Introduction to Career Development for Expansion Schools	Planning Meeting	Principal, Creveling School Career Director Career Coordinator	June, 1977
Introduction to Career Development for Expansion Schools	Planning Meeting	Principal, Empire School Career Director Career Coordinator	June, 1977
Introduction to Career Development for Expansion Schools	Planning Meeting	Principal, Grubaugh School Career Director Career Coordinator	June, 1977

Topic	Activity	Participants	Completion Date
Introduction to Career Development for Expansion Schools	Planning Meeting	Principal, Roseland School Career Director Career Coordinator	June, 1977
Introduction to Career Development for Expansion Schools	Planning Meeting	Principal, Springmill School Career Director Career Coordinator	June, 1977
Introduction to Career Development for Expansion Schools	Planning Meeting	Principal, West Fifth School Career Director Career Coordinator	June, 1977
Career Development Goals & Objectives, Film, "Career Development in Ohio" for Expansion Schools	Discussion & Film	Principal & Teachers, Creveling School Career Director Career Coordinator	June, 1977
Career Development Goals & Objectives, Film, "Career Development in Ohio" for Expansion Schools	Discussion & Film	Principal & Teachers, Empire School Career Director Career Coordinator	September, 1977
Career Development Goals & Objectives, Film, "Career Development in Ohio" for Expansion Schools	Discussion & Film	Principal and Teachers, Grubaugh School Career Director Career Coordinator	September, 1977
Career Development Goals & Objectives, Film "Career Development in Ohio" for Expansion Schools	Discussion & Film	Principal & Teachers, Roseland School, Career Director, Career Coordinator	September, 1977
Career Development Goals & Objectives, Film, "Career Development in Ohio" for Expansion Schools	Discussion & Film	Principal & Teachers Springmill School Career Director Career Coordinator	September, 1977
Career Development Goals & Objectives, Film "Career Development in Ohio" for Expansion Schools	Discussion & Film	Principal & Teachers, West Fifth School Career Director Career Coordinator	September, 1977

Topic	Activity	Participants	Completion Date
Career Development Activity Cards & Teacher Check Sheets for Maintenance Schools	Discussion & Review of Materials	Principal & Teachers Brinkerhoff School Career Director Career Coordinator	December, 1977
Career Development Activity Cards & Teacher Check Sheets for Maintenance Schools	Discussion & Review of Materials	Principal & Teachers Carpenter School Career Director Career Coordinator	December, 1977
Career Development Activity Cards & Teacher Check Sheets for Maintenance Schools	Discussion & Review of Materials	Principal & Teachers Hedges School Career Director Career Coordinator	December, 1977
Career Development Activity Cards & Teacher Check Sheets for Maintenance Schools	Discussion & Review of Materials	Principal & Teachers Newman School Career Director Career Coordinator	December, 1977
Career Development Activity Cards & Teacher Check Sheets for Maintenance Schools	Discussion & Review of Materials	Principal & Teachers Prospect School Career Director Career Coordinator	December, 1977
Career Development Activity Cards & Teacher Check Sheets for Maintenance Schools	Discussion & Review Materials	Principal & Teachers Raemelton School Career Director Career Coordinator	December, 1977
Career Development Activity Cards & Teacher Check Sheets for Maintenance Schools	Discussion & Review of Materials	Principal & Teachers Ranchwood School Career Director Career Coordinator	December, 1977
Career Development Activity Cards & Teacher Check Sheets for Maintenance Schools	Discussion & Review of Materials	Principal & Teachers Stadium School Career Director Career Coordinator	December, 1977
Career Development Activity Cards & Teacher Check Sheets for Maintenance Schools	Discussion & Review of Materials	Principal & Teachers Woodland School Career Director Career Coordinator	December, 1977
Career Development Materials, Field Experiences, Resource Speakers	Discussion & Review of Materials	Principal & Teachers Creveling School Career Director Career Coordinator	October, 1977

Topic	Activity	Participants	Completion Date
Career Development Materials, Field Experiences, Resource Speakers	Discussion & Review of Materials	Principal & Teachers Empire School Career Director Career Coordinator	October, 1977
Career Development Materials, Field Experiences, Resource Speakers	Discussion & Review of Materials	Principal & Teachers Grubaugh School Career Director Career Coordinator	October, 1977
Career Development Materials, Field Experiences, Resource Speakers	Discussion & Review of Materials	Principal & Teachers Roseland School Career Director Career Coordinator	October, 1977
Career Development Materials, Field Experiences, Resource Speakers	Discussion & Review of Materials	Principal & Teachers Springmill School Career Director Career Coordinator	October, 1977
Career Development Materials, Field Experiences, Resource Speakers	Discussion & Review of Materials	Principal & Teachers West Fifth School Career Director Career Coordinator	October, 1977
Identification of Career Related Classroom Activities, Demonstrate Career Materials, Review Existing Materials for Expansion Schools	Discussion, Demonstration, Hands-On, Make It & Take It	Principal & Teachers Creveling School Career Director Career Coordinator	October, 1977
Identification of Career Related Classroom Activities, Demonstrate Career Materials, Review Existing Materials for Expansion Schools	Discussion, Demonstration, Hands-On, Make It & Take It	Principal & Teachers Empire School Career Director Career Coordinator	October, 1977
Identification of Career Related Classroom Activities, Demonstrate Career Materials, Review Existing Materials for Expansion Schools	Discussion, Demonstration, Hands-On, Make It & Take It	Principal & Teachers Grubaugh School Career Director Career Coordinator	October, 1977
Identification of Career Related Classroom Activities, Demonstrate Career Materials, Review Existing Materials for Expansion Schools	Discussion, Demonstration, Hands-On, Make It & Take It	Principal & Teachers Roseland School Career Director Career Coordinator	October, 1977

Topic	Activity	Participants	Completion Date
Identification of Career Related Classroom Activities, Demonstrate Career Materials, Review Existing Materials for Expansion Schools	Discussion, Demonstration, Hands-On, Make It & Take It	Principals & Teachers Springmill School Career Director Career Coordinator	October, 1977
Identification of Career Related Classroom Activities, Demonstrate Career Materials, Review Existing Materials for Expansion Schools	Discussion, Demonstration, Hands-On, Make It & Take It	Principal & Teachers West Fifth School Career Director Career Coordinator	October, 1977
Community Resources Workshop	3 Credit Hrs. University Related Workshop	Administrators & K-6 Teachers from Maintenance & Expansion Schools	June, 1978
Career Development Activity Cards and Check Sheets for Expansion Schools	Discussion & Review of Materials	Principal & Teachers Creveling School Career Coordinator	December, 1977
Career Development Activity Cards and Check Sheets for Expansion Schools	Discussion & Review of Materials	Principal & Teachers Empire School Career Coordinator	December, 1977
Career Development Activity Cards and Check Sheets for Expansion Schools	Discussion & Review of Materials	Principal & Teachers Grubaugh School Career Coordinator	December, 1977
Career Development Activity Cards and Check Sheets for Expansion Schools	Discussion & Review of Materials	Principal & Teachers Roseland School Career Coordinator	December, 1977
Career Development Activity Cards and Check Sheets for Expansion Schools	Discussion & Review of Materials	Principal & Teachers Springmill School Career Coordinator	December, 1977
Career Development Activity Cards Check Sheets for Expansion Schools	Discussion & Review of Materials	Principal & Teachers West Fifth School Career Coordinator	December, 1977
Career Development Activities for	Discussion & Demonstration of Materials	Classroom Aides in all Schools Career Director	May, 1978

	Topic	Activity	Participants	Completion Date
	Informing Career Development and Elementary Language Arts	Discussion & Demonstration of Materials	Classroom Aides in all schools Career coordinator	April, 1978
	Economics Project	Planning	Teachers & Principal at Prospect School	January, 1978
	Economics Project	Planning	Teacher & Principal at Ranchwood School	January, 1978
(b)	Orientation			
	Introduction to Career Development for Expansion Schools	Planning	Principal, Simpson Jr. High, Guidance Counselors, Career Director, Career Coordinator	June, 1977
	Introduction to Career Development for Expansion Schools	Planning	Principal, Sherman Jr. High, Guidance Counselors, Career Director, Career Coordinator	June, 1977
	Introduction to Career Development for Expansion Schools	Planning	English Teachers, Simpson Jr. High Career Director Career Coordinator	June, 1977
	Infusing Cluster Booklets into the 7th & 8th Grade Curriculum for Maintenance & Expansion Schools	Planning	Principal, Simpson Jr. High, Guidance Counselors, Dept. Chairpersons, Career Coordinator	September, 1977
	Infusing Cluster Booklets into the 7th & 8th Grade Curriculum for Maintenance & Expansion Schools	Planning	Principal, Sherman Jr. High, Guidance Counselors, Dept. Chairpersons, Career Coordinator	September, 1977
	Infusing Cluster Booklets into the 7th & 8th Grade Curriculum for Maintenance & Expansion Schools	Discussion	Principal, Appleseed Jr. High, Guidance Counselors Chairpersons, Career Coordinator	September, 1977
	How to Use Career Cluster Booklets	Discussion, Demonstration, Hands-On	Guidance Counselors, Selected Teachers Simpson Jr. High	October, 1977

Topic	Activity	Participants	Completion Date
How to Use Career Cluster Booklets	Discussion, Demonstration, Hands-On	Guidance Counselors, Selected Teachers, Sherman Jr. High	October, 1977
How to Use Career Cluster Booklets	Discussion, Demonstration, Hands-On	Guidance Counselors, Selected Teachers Appleseed Jr. High	October, 1977
Career Development and English	Demonstration of Materials & Activities	English Teachers at John Simpson Jr. High School	March, 1978
Career Development & Social Studies	Demonstration of Materials & Activities	Soc. Studies Teachers at John Simpson Jr. High School	March, 1978
Career Development & Math	Demonstration of Materials & Activities	Math Teachers at John Simpson Jr. High School	March, 1978
Career Development & Science	Demonstration of Materials & Activities	Science Teachers at John Simpson Jr. High School	March, 1978
Career Development, Health & Phys. Ed.	Demonstration of Materials & Activities	Health/Phys. Ed. Teachers at John Simpson Jr. High	March, 1978
Career Development, Art and Music	Demonstration of Materials & Activities	Art & Music Teachers at John Simpson Jr. High School	March, 1978
Career Day	Planning	Teachers at John Sherman Jr. High	February, 1978
Career Day	Planning	Teachers at John Simpson Jr. High	February, 1978
Career Day	Planning	Teachers at Johnny Appleseed Jr. High	March, 1978

	Topic	Activity	Participants	Completion Date
	Community Resources Workshop	3 Credit Hours University Related Workshop	Guidance Counselors, 7th & 8th Grade Teachers at Maintenance & Expansion Schools	June, 1978
(2)	Exploration			
	Introduction to Career Development for Expansion High School	Planning	Principal, Mansfield Sr. High, Guidance Counselors, Career Director, Career Coordinator	June, 1977
	The Tenth Grade Kiwanis Career Exploration Project	Planning	Principal, Senior High School, Guidance Counselors, 10th Grade English Teachers, Career Staff	September, 1977
	The Tenth Grade Rotary Career Exploration Project	Discussion	Principal, Malabar High School Guidance Counselors, 10th Grade English Teachers, Career Staff	September, 1977
	Kickoff Dinner for 10th Grade Kiwanis Career Exploration Project	Dinner & Discussion	Principal, Senior High School, Kiwanians, Selected Sophomore Teachers, Guidance Counselors, Career Staff	October, 1977
	Kickoff Dinner for 10th Grade Rotary Career Exploration Project	Dinner & Discussion	Principal, Malabar High School, Rotarians, Selected Sophomore Students, Sophomore Teachers, Guidance Counselors Career Staff	October, 1977
	Community Resources Workshop	3 Credit Hours University Related Workshop	Guidance Counselors 10th Grade Teachers at Malabar & Mansfield Senior High Schools	June, 1978
	Project Business	Planning	Junior Achievement Director, 9th Grade Teachers, Career Director, Career Coordinator	December, 1977

Topic	Activity	Participants	Completion Date
Project Business	Discussion and Orientation	Junior Achievement Director, Business Representatives, Career Director Exploration Coordinator	January, 1978

4. PROGRAM COORDINATION

The Mansfield Career Development Program provided implementation services to students in six elementary buildings, two junior high schools and one high school. In addition, the program maintained services to students in nine elementary buildings, one junior high school, and one high school.

The Mansfield career staff consisted of three full-time coordinators, one secretary, and the program director. Two coordinators were responsible for the motivation component. Each of these individuals had a combination of new schools and maintenance schools. Motivation coordinators prepared weekly schedules in which they each spent approximately seventy percent of their time in new schools and thirty percent of their time in maintenance buildings.

One coordinator, with the assistance of the program director, was responsible for both the orientation and exploration components. This coordinator spent seventy percent of her time at two implementation junior highs and one implementation high school. The coordinator spent the remaining thirty percent of her time at one maintenance junior high school and one maintenance high school.

Each of the three coordinators had office space at implementation buildings. The placement of coordinator's offices in schools new to the career program was effective in building relationships with staff in these schools.

The career staff met as a whole approximately once every two weeks during the school year. The program director prepared agendas for each meeting and these sessions were effective in keeping all persons aware of the total program. Coordinators kept in daily contact with the program director to insure smooth operation of the entire program.

Motivation coordinators worked directly with teachers to infuse career guidance activities within classrooms in the expansion district. Such highly valuable elementary guidance materials as "DUSO", "TAD", and "Focus on Self Development" were demonstrated by coordinators and implemented by teachers.

Meetings with guidance counselors at Sherman Junior High School resulted in the formation of a career information center at this school. The center was located within the area of the guidance department. Counselors worked with individual students and groups of students to utilize the services of the center. The guidance counselors in this school recommended career interest inventories and other career materials that they utilized during the school term. Guidance counselors worked with the career staff to insure cluster coverage by seventh and eighth grade teachers.

Meetings with guidance counselors at Simpson Junior High resulted in the utilization of career concepts and materials within a group guidance program at this school. Guidance counselors recommended the purchase of materials that were used with seventh and eighth graders during group guidance sessions. Guidance counselors also helped the career staff work with seventh and eighth grade teachers to insure the coverage of career clusters.

The guidance staff at Appleseed Junior High School continued to maintain career development at this school. The career staff was available to assist guidance counselors in their efforts to help students and teachers in the area of career guidance.

The guidance staff at Mansfield Senior High School recommended materials that they utilized with students in the area of career guidance. Several counselors indicated an interest in ordering materials relating to career decision-making processes. Guidance counselors at this school were involved in the Kiwanis Career Exploration Project. The guidance staff introduced sophomores to the project and counseled them on career selections for exploration.

The guidance staff at Malabar High School continued to counsel students prior to selection of sites for career explorations. The guidance staff at this school also recommended career guidance materials that they used with individual students or groups of students.

Career development staff members worked directly with curriculum committees to develop career activities that helped to meet specific objectives in various subject areas. Career development goals and objectives were included in the latest edition of the Mansfield City Schools Elementary Curriculum Manual. Career development goals, objectives, and activities were made a part of the Language Arts Scope and Sequence Guide for grades K through 10.

Since he was directly responsible to the Director of Instruction, the director of career development in Mansfield worked across all curriculum areas. This administrative structure enabled career development staff to be included in all current and future curriculum revision committees. This organization also permitted career development staff to work with any teacher to insure maximum curriculum impact.

The curriculum trend in the Mansfield City Schools was in the area of designing minimum terminal objectives for all subject areas and grade levels, and developing evaluation instruments that will measure whether students have achieved minimum terminal objectives. The career program participated in this process to insure that many terminal objectives were career related. Also, the career program was actively involved in planning career development activities that helped students master terminal objectives.

The Mansfield Career Advisory Council had been established for several years and was composed of thirty individuals. The membership of this council represented a broad spectrum of the Mansfield community. The following was a categorical breakdown of this council:

Central Office Administration	4
Chamber of Commerce	1
Government Officials (State & Local)	2
Guidance	1
Higher Education	2
Labor	1

Large Industry	3
Minority Group Organizations	2
Parents	2
Principals	2
Small Business	3
Social Service Organizations	2
Teachers	3
Vocational Education	1
Youth Organizations	1

The entire council met annually in the fall for an extensive business session. During the course of this meeting, highlights of the career development program from the previous school year were presented and discussed. Plans for the upcoming school year were presented by the director of career development. These plans were discussed, debated and approved by council members. Advisory council representatives provided valuable suggestions during this session.

During the school year members of the advisory council met in small group sessions to discuss career activities that directly related to their specific areas of expertise.

The Mansfield Career Advisory Council performed the following tasks:

1. Participated in community occupational surveys.
2. Advised on career development goals, objectives, and activities.
3. Placed students in career exploration experiences.
4. Served as a communication link between the schools and the community.
5. Participated in career program review and evaluation.
6. Provided community resources to support the career development program.

5. STUDENT INVOLVEMENT IN PROGRAM ACTIVITIES

a. Classroom Activities

(1) K - 6

20% of students were involved in 50 or more activities
23% of students were involved in 40 to 50 activities
38% of students were involved in 30 to 40 activities
19% of students were involved in less than 30 activities

(2) 7 - 8

38% of students were involved in 50 or more activities
32% of students were involved in 40 to 50 activities
21% of students were involved in 30 to 40 activities
9% of students were involved in less than 30 activities

(3) 9 - 10

11% of students involved in 50 or more activities
24% of students involved in 40 to 50 activities
43% of students involved in 30 to 40 activities
22% of students involved in less than 30 activities

b. Planned Field Experiences

(1) K - 6

4% of students involved in 5 or more field experiences
20% of students involved in 3 to 4 field experiences
52% of students involved in 1 to 2 field expereinces
18% of students did not have any field experiences

(2) 7 - 8

21% of students involved in 5 or more field experiences
19% of students involved in 3 to 4 field experiences
51% of students involved in 1 to 2 field experiences
9% of students did not have any field experiences

(3) 9 - 10

16% of students were involved in 5 or more field experiences
44% of students were involved in 3 to 4 field experiences
37% of students were involved in 1 to 2 field experiences
3% of students did not have any field experiences

c. Career Explorations

(1) Ninth graders at Johnny Appleseed Junior High School were excused from school for a day to explore an occupation. Students made their own arrangements to shadow a parent, other relative, or a friend on-the-job. A few students arranged for actual work experience at these sites.

This type of experience was not possible for ninth graders at Sherman and Simpson Junior High School. The principals of those schools felt it inadvisable due to the fact that parents of many students at those schools are unemployed or work in factory situations where ninth graders would not be permitted to shadow. As a substitute, a Career Day was planned and implemented by the teaching staff and administration at Sherman and Simpson Junior High Schools.

Ninth grade students chose resource speakers from two career areas in which they expressed an interest. Speakers represented the following clusters: Business and Office, Health, Manufacturing, Marketing and Distribution, Public Service and Transportation.

Ninth graders at Johnny Appleseed Junior High School participated in a similar Career Day in addition to their shadowing experience with parents, other relatives, or friends.

(2) Committees from Kiwanis and Rotary worked with the Career Development staff to arrange shadowing experiences for tenth graders at Mansfield Senior and Malabar High Schools.

The two service organizations jointly sponsored a dinner in the fall for committee members, school administrators, guidance counselors, teachers, and representative sophomore students.

The Career Development Director and Career Exploration coordinator conducted orientation sessions for all sophomore students shortly following the dinner. Following orientation, tenth graders consulted with their parents and indicated three career interests.

Names of students and their career choices were given to Kiwanis and Rotary committee members for scheduling. Much rescheduling was necessary due to "snow days" and some students were unable tp change alternate dates for explorations. Almost 88% of sophomores at Malabar High School who expressed career interests were placed and nearly 95% of sophomores at Mansfield Senior High School who expressed career interests were placed.

(3) Sites and occupation areas visited by sophomore students:

Accountant	-	Willis, Osmond & Beilstein Accountants United Telephone Company of Ohio
Aeronautical Engineer	-	Richland Aviation
Airline Mechanic	-	Richland Aviation
Architect	-	Soulen & Associates, Architects Bill Olinger, Architect
Armed Services	-	Army, Marine, Air Force Recruiting Stations
Art Therapy	-	Alcohol, Drug, Prevention and Treatment Center
Auto Body	-	Humphries Ford Agency
Auto Mechanics	-	Ed Roberts Cadillac, Inc. & Weidner Pontiac Graham Chevrolet
Banker	-	Farmers Bank
Beautician	-	Mansfield Beauty College
Bicycle Repair	-	Bookwalter Cycle Shop
Business Administration	-	First National Bank
Carpenter	-	John Morley, Inc.
Cashier	-	J. C. Penney
Chemical Engineer	-	Mansfield Tire and Rubber Company
Child Care	-	Friendly House

Communications	-	WVNO Radio Station
Computer Operator	-	IBM and Mansfield Board of Education
Conservationist	-	Mr. Gary Mathews, Conservationist
Construction	-	John Morley, Inc. & Cement Products
Data Processing	-	I.B.M. and Mansfield Board of Education
Dental Ass't.	-	Dr. D. Fleming
Dental Hygienist	-	Dr. W. Meek and Dr. DeCenso
Dentist	-	Dr. Heringhaus
Disc Jockey	-	WMAN Radio
Doctor	-	Dr. Robert Barkett, Dr. Blackstone, Dr. Bales
Electronics	-	Hartman Electric Co., and Power Electric Company
Engineer	-	Shaffer, Johnson, and Associates
Exec. Secretary	-	Empire Detroit Steel Corp. Columbia Gas and Gorman Rupp Corporation
Fire Person	-	Mansfield Fire Department
Flight Attendant	-	Ms. Sandra Williams
Forester	-	Mr. Jack Basinger, Forester
Game Warden	-	Mr. Larry Ray (Wildlife Enforcement Agent)
Geriatrics	-	Winchester Nursing Home
Government Work	-	City of Mansfield
Heavy Equip.	-	Roger J. Au and Sons
Home Improvement	-	John Morley, Inc.
Horticulture	-	Stuhldrehers Florists
Interior Decorator	-	Interiors 400
Lab Technician	-	Mansfield General Hospital
Lawyer	-	Mr. Richard Miller, Attorney, Mr. Robert Mabee, Mr. Reese Mills, Weldon, Huston and Keyser, and Charles Brown
Machinist	-	Gorman Rupp Corp.
Make-Up Artist	-	Ashland College, Theater Department
Manufacturing	-	Essex Corporation
Mechanical Engineer	-	Gorman Rupp Corp. and Ohio Brass Company
Medical Secretary	-	Drs. Struble and Blackstone
Modeling	-	Miss Joan Gilgore (Miss Ohio, 1978)
Motorcycle Repair	-	United Motor
News Reporter	-	The Mansfield News Journal
Nursing	-	Mansfield General Hospital
Nurse's Aide	-	Mansfield General Hospital
Optometrist	-	Dr. Ronald Downing
Photographer	-	Otto's Studio and Mansfield News Journal
Physical Therapy	-	Rehabilitation Center
Physicist	-	Mr. David Scott, Physicist at the Mansfield Campus, The Ohio State University
Pilot	-	Richland Aviation
Police Officer	-	Mansfield Police Department
Psychiatrist	-	Dr. Leo Nierras
Psychologist	-	Dr. Walter Kania and Dr. David Greth
Radio Repair	-	Mansfield Radio and T.V.
Railroad Engineer	-	Mr. R. L. Beechman, Railroad Engineer

Real Estate Sales Rep.	Brown Realty
Script Writer	WVNO Radio Station
Secretary	United Telephone Company Farmers Bank, Therm-O-Disc
Service Sta. Attendant	SOHIO
Social Worker	Juvenile Attention Center
Sporting Goods	Yuncker's Sporting Goods
Surgeon	Dr. Alvin Bales
Tailor	Peter Berth's Clothing
Teacher	Various elementary, junior high, and high schools in Mansfield
Theatre (Acting)	Ashland College Theatre Dept.
Tile & Carpet Layer	Tiletown
Truck Driver	Consolidated Freightways Leeway Motor Freight Yellow Freight, Inc.
T.V. & Radio Broadcasting	WMAN Radio
Used Car Salesperson	Ingram Oldsmobile
Veterinarian	Dr. Roger Ronk, Dr. Henry Akers, Henson's Vet. Hospital
Waitress	L and K Restaurant
Welding	Gorman Rupp Company Nick Schonatz & Sons

(4) Percentage of students that participated in career exploration activities:

9th Grade

85% - Students had two career explorations
10% - Students had one career exploration
5% - Students had no career explorations

10th Grade

5% - Students had three career explorations
55% - Students had two career explorations
40% - Students had one career exploration

(5) Career guidance activities at the 9th and 10th grade levels

Guidance counselors administered the General Aptitude Test Battery to all ninth grade students. One class period was used for orientation. Interpretation of the results took place during three class periods.

Students were introduced to the Worker Trait Groups in the Dictionary of Occupational Titles at Johnny Appleseed and Simpson Junior High Schools.

Students at Johnny Appleseed and Simpson Junior High Schools did career research as part of their English requirement after they received results from the G.A.T.B.

Guidance counselors also administered the Ohio Vocational Interest Survey to all tenth grade students. The procedure for orientation, administration, and interpretation was similar to that for the G.A.T.B.

The combined G.A.T.B. and O.V.I.S. print-out was used by guidance counselors for sophomore students.

"JOB-O", a career interest survey, was piloted by four teachers at Sherman Junior High, one teacher at Simpson Junior High, and two teachers at Mansfield Senior High School. Approximately 120 ninth and tenth grade students were given the "JOB-O" interest survey.

(6) Implementation of the Career Orientation component.

(a) Career Orientation Series

Booklets from the Career Orientation Series were read by seventh and eighth grade students and used as a basis for classroom discussions on career cluster areas. In some classes, copies of the booklets were placed in a career interest center for individual student use.

At Johnny Appleseed Junior High School, all seventh grade students reviewed the Environment cluster booklet and eighth grade home economics students used the Consumer and Homemaking cluster booklet. The latter was also used in eighth grade home economics classes at Simpson and Sherman Junior High Schools.

(b) Career guidance activities at the 7th and 8th grade levels.

The "Teacher Advisor" program was piloted at all schools. Four phases of the program were: human development, career planning, survival assistance, and parent conferences. Teachers, guidance counselors, and principals served as advisors to groups of twenty to thirty students. This pilot program, in addition to on-going guidance services, provided career guidance activities for seventh and eighth grade students.

(7) Curriculum Development

As mentioned earlier in this report the Career Development Staff assisted in the rewriting of language arts objectives at all grade levels. Through this process career development activities were printed within the current language arts curriculum guide. Teachers were encouraged to use these career development activities to accomplish language arts objectives at their particular grade level.

In addition, the Career Development Staff produced a set of Career Development Activity Cards for all elementary teachers. Each grade level from Kindergarten through sixth grade received a completely different set of activity cards. All activity cards specified a developmental area, subject area correlation, materials needed and a description of the activity. Within each set of activity cards there were activities directly related to the curriculum taught at each grade level.

6. EVALUATION FINDINGS AND RECOMMENDATIONS

The basic research design used for career program evaluation was that of a pre-test and post-test one-group design. Each of the four grade levels used in the evaluation - third, sixth, eighth, and tenth - were pre-tested at the beginning of the 1977-78 school year and then compared with the post-test results at the end of the school year.

The pre- and post-test career development tests used for evaluation purposes contained both cognitive and affective test items related to the objectives of the local career program.

a. Third Grade

A career development test was administered in the fall of 1977 and re-administered in the spring of 1978 to a class of third grade students at Grubaugh, Roseland, and Springmill elementary schools. All three schools were new to the career program and did receive the services of a career development program prior to the 1977-78 school year.

Grubaugh Elementary School - Third Grade

	Cognitive Items Percent Correct		+	Affective Items Percent Correct		+
Student	Pre	Post	-	Pre	Post	
1	33%	53%	+20%	60%	50%	-10%
2	53%	33%	-20%	55%	60%	+ 5%
3	87%	73%	-14%	55%	60%	+ 5%
4	67%	90%	+23%	65%	70%	+ 5%
5	77%	70%	+ 7%	60%	55%	- 5%
6	70%	73%	+ 3%	50%	70%	+20%
7	57%	73%	+16%	80%	90%	+10%
8	30%	60%	+30%	55%	55%	0
9	47%	73%	+26%	85%	50%	-35%
10	30%	30%	0	75%	70%	- 6%
11	47%	57%	+10%	75%	75%	0
12	90%	87%	- 3%	80%	80%	0
13	67%	63%	- 4%	55%	75%	+20%
14	47%	77%	+30%	55%	55%	0
15	53%	50%	+ 3%	35%	60%	+25%
16	47%	60%	-13%	60%	75%	+15%
Average	56%	64%	+ 8%	63%	67%	+ 4%

Roseland Elementary School - Third Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
1	33%	43%	+10%	60%	60%	0
2	60%	63%	+ 3%	65%	75%	+10%
3	70%	77%	+ 7%	70%	65%	- 5%
4	93%	87%	- 6%	70%	80%	+10%
5	70%	87%	+17%	95%	90%	- 5%
6	60%	77%	+17%	70%	85%	+15%
7	30%	33%	+ 3%	65%	60%	- 5%
8	63%	67%	+ 4%	65%	65%	0
9	47%	70%	+23%	60%	85%	+25%
10	47%	70%	+23%	70%	65%	- 5%
11	33%	53%	+20%	60%	70%	+10%
12	27%	33%	+ 6%	35%	55%	+20%
13	63%	67%	+ 4%	70%	55%	-15%
14	43%	47%	+ 4%	80%	60%	-20%
15	60%	77%	+17%	80%	65%	-15%
16	77%	77%	0	75%	65%	-10%
17	63%	93%	+30%	85%	80%	- 5%
18	47%	73%	+26%	50%	55%	+ 5%
19	27%	47%	+20%	70%	70%	0
20	63%	63%	0	45%	70%	+25%
21	63%	90%	+27%	95%	100%	+ 5%
22	70%	87%	+17%	65%	65%	0
23	60%	80%	+20%	65%	50%	-15%
24	87%	80%	- 7%	65%	60%	- 5%
Average	57%	68%	+11%	68%	69%	+ 1%

Springmill Elementary School - Third Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
1	83%	90%	+ 7%	80%	80%	0
2	40%	60%	+20%	85%	75%	-10%
3	63%	73%	+10%	70%	85%	+15%
4	63%	57%	- 6%	80%	40%	-40%
5	73%	93%	+20%	65%	65%	0
6	37%	70%	+33%	65%	60%	- 5%
7	57%	80%	+23%	70%	65%	- 5%
8	53%	80%	+27%	80%	85%	+ 5%
9	67%	80%	+13%	55%	95%	+40%
10	67%	70%	+ 3%	70%	75%	+ 5%
11	83%	77%	- 6%	65%	75%	+10%
12	87%	97%	+10%	70%	80%	+10%
13	53%	67%	+14%	80%	85%	+ 5%
14	50%	63%	+13%	60%	50%	-10%
15	47%	67%	+20%	55%	60%	+ 5%
16	60%	77%	+17%	25%	50%	+25%
17	60%	87%	+27%	65%	50%	-15%
Average	61%	80%	+19%	67%	69%	+ 2%

The third grade pre- and post-test results indicated that students in the three sample groups made positive gains in both cognitive and affective career development areas during the 1977-78 school year. The gains in cognitive understanding of important career development concepts were larger than gains in affective career development concepts.

b. Sixth Grade

A career development test was administered in the fall of 1977 and re-administered in the spring of 1978 to a class of sixth grade students at Empire, Springmill and West Fifth elementary schools. All three schools were new to the career program and did not receive the services of a career development program prior to the 1977-78 school year.

Empire Elementary School - Sixth Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
1	62%	73%	+11%	80%	100%	+20%
2	67%	80%	+13%	70%	85%	+15%
3	42%	37%	- 5%	70%	85%	+15%
4	27%	30%	+ 3%	85%	75%	-10%
5	47%	55%	+ 8%	65%	70%	+ 5%
6	40%	42%	+ 2%	65%	55%	-10%
7	35%	40%	+ 5%	85%	65%	-20%
8	45%	50%	+ 5%	70%	80%	+10%
9	60%	85%	+25%	75%	85%	+10%
10	27%	35%	+ 8%	65%	70%	+ 5%
11	60%	73%	+13%	85%	95%	+10%
12	35%	47%	+12%	85%	70%	-15%
13	52%	50%	- 2%	80%	90%	+10%
14	32%	57%	+25%	75%	85%	+10%
15	55%	52%	- 3%	70%	85%	+15%
16	30%	52%	+22%	60%	70%	+10%
17	30%	27%	- 3%	75%	90%	+15%
18	67%	78%	+11%	100%	100%	0
Average	45%	54%	+ 9%	76%	81%	+ 5%

Springmill Elementary School - Sixth Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
1	12%	20%	+8%	65%	55%	-10%
2	52%	52%	0	95%	80%	-15%
3	27%	22%	-5%	60%	50%	-10%
4	27%	37%	+10%	65%	60%	- 5%
5	55%	75%	+20%	70%	65%	- 5%
6	32%	45%	+13%	70%	80%	+10%
7	17%	35%	+18%	60%	75%	+15%
8	25%	45%	+20%	70%	65%	- 5%
9	30%	42%	+12%	60%	60%	0
10	22%	37%	+15%	55%	70%	+15%
11	42%	62%	+20%	70%	90%	+20%
12	42%	47%	+ 5%	70%	75%	+ 5%
13	60%	35%	-25%	65%	50%	-15%
14	57%	73%	+16%	50%	65%	+15%
15	30%	52%	+22%	90%	75%	-15%
16	45%	78%	+32%	75%	80%	+ 5%
17	60%	62%	+ 2%	80%	65%	-15%
18	83%	83%	0	80%	80%	0
19	47%	73%	+26%	75%	70%	- 5%
20	78%	78%	0	85%	75%	-10%
21	55%	40%	-15%	65%	60%	- 5%
Average	43%	52%	+ 9%	70%	69%	- 1%

West Fifth Elementary School - Sixth Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
1	37%	57%	+20%	40%	45%	+ 5%
2	47%	42%	- 5%	55%	65%	+10%
3	42%	52%	+10%	70%	85%	+15%
4	67%	67%	0	70%	65%	- 5%
5	75%	93%	+18%	85%	90%	+ 5%
6	32%	27%	- 5%	85%	85%	0
7	32%	35%	+ 3%	65%	85%	+20%
8	32%	20%	-12%	75%	50%	-25%
9	35%	42%	+ 7%	45%	65%	+20%
10	67%	83%	+16%	85%	80%	- 5%
11	65%	80%	+15%	85%	85%	0
12	67%	83%	+16%	85%	80%	- 5%
13	25%	27%	+ 2%	70%	60%	-10%
Average	48%	54%	+6%	70%	72%	+ 2%

The sixth grade pre- and post-test results indicated that students in the three sample groups made positive gains in cognitive understanding of career development concepts during the 1977-78 school year. Sixth grade students at Empire and West Fifth elementary schools made positive gains in affective career development concepts. The sixth grade students at Springmill Elementary School showed a slight decline in the affective section of the career development test. The Career Development Staff will do an analysis of this school to determine in-service that may be needed to improve student scores in the affective domain of career development.

6. EVALUATION FINDINGS AND RECOMMENDATIONS

The basic research design used for career program evaluation was that of a pre-test and post-test one-group design. Each of the four grade levels used in the evaluation - third, sixth, eighth, and tenth - were pre-tested at the beginning of the 1977-78 school year and then compared with the post-test results at the end of the school year.

The pre- and post- career development tests used for evaluation purposes contained both cognitive and affective test items related to the objectives of the local career program.

a. Third Grade

A career development test was administered in the fall of 1977 and re-administered in the spring of 1978 to a class of third grade students at Grubaugh, Roseland, and Springmill elementary schools. All three schools were new to the career program and did receive the services of a career development program prior to the 1977-78 school year.

Grubaugh Elementary School - Third Grade

	Cognitive Items Percent Correct		+	Affective Items Percent Correct		+
Student	Pre	Post	-	Pre	Post	-
1	33%	53%	+20%	60%	50%	-10%
2	53%	33%	-20%	55%	60%	+ 5%
3	87%	73%	-14%	55%	60%	+ 5%
4	67%	90%	+23%	65%	70%	+ 5%
5	77%	70%	+ 7%	60%	55%	- 5%
6	70%	73%	+ 3%	50%	70%	+20%
7	57%	73%	+16%	80%	90%	+10%
8	30%	60%	+30%	55%	55%	0
9	47%	73%	+26%	85%	50%	-35%
10	30%	30%	0	75%	70%	- 6%
11	47%	57%	+10%	75%	75%	0
12	90%	87%	- 3%	80%	80%	0
13	67%	63%	- 4%	55%	75%	+20%
14	47%	77%	+30%	55%	55%	0
15	53%	50%	+ 3%	35%	60%	+25%
16	47%	60%	-13%	60%	75%	+15%
Average	56%	64%	+ 8%	63%	67%	+ 4%

Roseland Elementary School - Third Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
1	33%	43%	+10%	60%	60%	0
2	60%	63%	+ 3%	65%	75%	+10%
3	70%	77%	+ 7%	70%	65%	- 5%
4	93%	87%	- 6%	70%	80%	+10%
5	70%	87%	+17%	95%	90%	- 5%
6	60%	77%	+17%	70%	85%	+15%
7	30%	33%	+ 3%	65%	60%	- 5%
8	63%	67%	+ 4%	65%	65%	0
9	47%	70%	+23%	60%	85%	+25%
10	47%	70%	+23%	70%	65%	- 5%
11	33%	53%	+20%	60%	70%	+10%
12	27%	33%	+ 6%	35%	55%	+20%
13	63%	67%	+ 4%	70%	55%	-15%
14	43%	47%	+ 4%	80%	60%	-20%
15	60%	77%	+17%	80%	65%	-15%
16	77%	77%	0	75%	65%	-10%
17	63%	93%	+30%	85%	80%	- 5%
18	47%	73%	+26%	50%	55%	+ 5%
19	27%	47%	+20%	70%	70%	0
20	63%	63%	0	45%	70%	+25%
21	63%	90%	+27%	95%	100%	+ 5%
22	70%	87%	+17%	65%	65%	0
23	60%	80%	+20%	65%	50%	-15%
24	87%	80%	- 7%	65%	60%	- 5%
Average	57%	68%	+11%	68%	69%	+ 1%

Springmill Elementary School - Third Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
1	83%	90%	+ 7%	80%	80%	0
2	40%	60%	+20%	85%	75%	-10%
3	63%	73%	+10%	70%	85%	+15%
	63%	57%	- 6%	80%	40%	-40%
5	73%	93%	+20%	65%	65%	0
6	37%	70%	+33%	65%	60%	- 5%
7	57%	80%	+23%	70%	65%	- 5%
8	53%	80%	+27%	80%	85%	+ 5%
9	67%	80%	+13%	55%	95%	+40%
10	67%	70%	+ 3%	70%	75%	+ 5%
11	83%	77%	- 6%	65%	75%	+10%
12	87%	97%	+10%	70%	80%	+10%
13	53%	67%	+14%	80%	85%	+ 5%
14	50%	63%	+13%	60%	50%	-10%
15	47%	67%	+20%	55%	60%	+ 5%
16	60%	77%	+17%	25%	50%	+25%
17	60%	87%	+27%	65%	50%	-15%
Average	61%	80%	+19%	67%	69%	+ 2%

The third grade pre- and post-test results indicated that in the three sample groups, students made positive gains in both cognitive and affective career development areas during the 1977-78 school year. The gains in cognitive understanding of important career development concepts were larger than gains in affective career development concepts.

b. Sixth Grade

A career development test was admininstered in the fall of 1977 and re-administered in the spring of 1978 to a class of sixth grade students at Empire, Springmill and West Fifth elementary schools. All three schools were new to the career program and did not receive the services of a career development program prior to the 1977-78 school year.

Empire Elementary School - Sixth Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Precent Correct Pre	Post	+ -
1	62%	73%	+11%	80%	100%	+20%
2	67%	80%	+13%	70%	85%	+15%
3	42%	37%	- 5%	70%	85%	+15%
4	27%	30%	+ 3%	85%	75%	-10%
5	47%	55%	+ 8%	65%	70%	+ 5%
6	40%	42%	+ 2%	65%	55%	-10%
7	35%	40%	+ 5%	85%	65%	-20%
8	45%	50%	+ 5%	70%	80%	+10%
9	60%	85%	+25%	75%	85%	+10%
10	27%	35%	+ 8%	65%	70%	+ 5%
11	60%	73%	+13%	85%	95%	+10%
12	35%	47%	+12%	85%	70%	-15%
13	52%	50%	- 2%	80%	90%	+10%
14	32%	57%	+25%	75%	85%	+10%
15	55%	52%	- 3%	70%	85%	+15%
16	30%	52%	+22%	60%	70%	+10%
17	30%	27%	- 3%	75%	90%	+15%
18	67%	78%	+11%	100%	100%	0
Average	45%	54%	+ 9%	76%	81%	+ 5%

Springmill Elementary School - Sixth Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
1	12%	20%	+ 8%	65%	55%	-10%
2	52%	52%	0	95%	80%	-15%
3	27%	22%	- 5%	60%	50%	-10%
4	27%	37%	+10%	65%	60%	- 5%
5	55%	75%	+20%	70%	65%	- 5%
6	32%	45%	+13%	70%	80%	+10%
7	17%	35%	+18%	60%	75%	+15%
8	25%	45%	+20%	70%	65%	- 5%
9	30%	42%	+12%	60%	60%	0
10	22%	37%	+15%	55%	70%	+15%
11	42%	62%	+20%	70%	90%	+20%
12	42%	47%	+ 5%	70%	75%	+ 5%
13	60%	35%	-25%	65%	50%	-15%
14	57%	73%	+16%	50%	65%	+15%
15	30%	52%	+22%	90%	75%	-15%
16	45%	78%	+33%	75%	80%	+ 5%
17	60%	62%	+ 2%	80%	65%	-15%
18	83%	83%	0	80%	80%	0
19	47%	73%	+26%	75%	70%	- 5%
20	78%	78%	0	85%	75%	-10%
21	55%	40%	-15%	65%	60%	- 5%
Average	43%	52%	+ 9%	70%	69%	- 1%

West Fifth Elementary School - Sixth Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
1	37%	57%	+20%	40%	45%	+ 5%
2	47%	42%	- 5%	55%	65%	+10%
3	42%	52%	+10%	70%	85%	+15%
4	67%	67%	0	70%	65%	- 5%
5	75%	93%	+18%	85%	90%	+ 5%
6	32%	27%	- 5%	85%	85%	0
7	32%	35%	+ 3%	65%	85%	+20%
8	32%	20%	-12%	75%	50%	-25%
9	35%	42%	+ 7%	45%	65%	+20%
10	67%	83%	+16%	85%	80%	- 5%
11	65%	80%	+15%	85%	85%	0
12	67%	83%	+16%	85%	80%	- 5%
13	25%	27%	+ 2%	70%	50%	-10%
Average	48%	54%	+ 6%	70%	72%	+ 2%

The sixth grade pre- and post-test results indicated that students in the three sample groups made positive gains in cognitive understanding of career development concepts during the 1977-78 school year. Sixth grade students at Empire and West Fifth elementary schools made positive gains in affective career development concepts. The sixth grade students at Springmill Elementary School showed a slight decline in the affective section of the career development test. The Career Development Staff will do an analysis of this school to determine inservice that may be needed to improve student socres in the affective domain of career development.

c. Eighth Grade

A career development test was administered in the fall of1977 and re-administered in the spring of 1978 to a class of eighth grade students at John Simpson Junior High School. Simpson was in its first year of implementation and did not receive the services of a career development program prior to the 1977-78 school year.

Simpson Junior High School - Eighth Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
	Part I			Part II					
1	70%	83%	+13%	75%	75%	0	75%	50%	-25%
2	63%	70%	+ 7%	75%	100%	+25%	60%	75%	+15%
3	68%	73%	+ 5%	75%	100%	+25%	55%	55%	0
4	65%	60%	- 5%	50%	50%	0	75%	55%	-20%
5	55%	60%	+ 5%	0	25%	+25%	80%	65%	-15%
6	88%	93%	+ 5%	75%	100%	+25%	85%	80%	- 5%
7	50%	45%	- 5%	50%	100%	+50%	55%	45%	-10%
8	20%	40%	+20%	-	-	-	60%	55%	- 5%
9	60%	73%	+13%	50%	75%	+25%	75%	100%	+25%
10	40%	58%	+18%	75%	100%	+25%	55%	65%	+10%
11	38%	58%	+20%	75%	50%	-25%	70%	80%	+10%
12	53%	60%	+ 7%	50%	100%	+50%	60%	60%	0
13	73%	83%	+10%	75%	75%	0	75%	90%	+15%
14	83%	88%	+ 5%	75%	75%	0	70%	65%	- 5%
15	23%	40%	+17%	50%	100%	+50%	55%	60%	+ 5%
16	45%	55%	+10%	50%	100%	+50%	80%	85%	+ 5%
17	35%	28%	- 7%	25%	50%	+25%	70%	60%	-10%
18	58%	53%	- 5%	50%	50%	0	70%	65%	- 5%
19	40%	40%	0	100%	100%	0	65%	65%	0
20	63%	65%	+ 2%	75%	75%	0	70%	75%	+ 5%
Average	55%	61%	+ 6%	61%	79%	+18%	68%	68%	0

d. Tenth Grade

A career development test was administered in the fall of 1977 and re-administered in the spring of 1978 to two classes of tenth grade students at Mansfield Senior High School. Mansfield Senior was in its first year of implementation and received few services from the career development program prior to the 1977-78 school year.

Mansfield Senior High School - Tenth Grade

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
1	53%	80%	+27%	68%	58%	-10%
2	60%	60%	0	84%	89%	+ 5%
3	50%	55%	+ 5%	79%	84%	+ 5%
4	45%	55%	+10%	79%	68%	-11%
5	60%	70%	+10%	84%	79%	- 5%
6	63%	75%	+12%	68%	84%	+16%
7	83%	83%	0	68%	58%	-10%
8	88%	78%	-10%	84%	79%	- 5%
9	88%	93%	+ 5%	84%	84%	0
10	40%	35%	- 5%	74%	68%	- 6%
11	28%	33%	+ 5%	63%	63%	0
12	73%	83%	+10%	79%	68%	-11%
13	78%	80%	+ 2%	79%	95%	+16%
14	70%	73%	+ 3%	63%	58%	- 5%
15	70%	80%	+10%	89%	89%	0
16	73%	83%	+10%	84%	84%	0
17	68%	85%	+17%	63%	74%	+11%
18	28%	35%	+ 7%	42%	53%	+11%
19	40%	63%	+23%	53%	53%	0
20	55%	65%	+10%	79%	79%	0
21	65%	85%	+20%	74%	84%	+10%
22	75%	78%	+ 3%	84%	95%	+11%
23	60%	50%	-10%	42%	47%	+ 5%
24	84%	73%	-11%	74%	68%	- 6%
25	78%	75%	- 3%	89%	84%	- 5%
26	68%	83%	+15%	74%	63%	-11%
27	63%	53%	-10%	74%	74%	0
28	63%	80%	+17%	79%	84%	+ 5%
29	48%	50%	+ 2%	63%	68%	+ 5%
30	53%	63%	+10%	68%	79%	+11%
31	38%	70%	+32%	89%	95%	+ 6%
32	70%	83%	+13%	84%	79%	- 5%

Student	Cognitive Items Percent Correct Pre	Post	+ -	Affective Items Percent Correct Pre	Post	+ -
33	80%	83%	- 3%	68%	53%	-15%
34	70%	43%	-27%	89%	79%	-10%
35	53%	58%	+ 5%	79%	63%	-16%
36	70%	73%	+ 3%	68%	95%	+27%
37	43%	65%	+22%	68%	68%	0
38	58%	68%	+10%	68%	63%	- 5%
39	50%	65%	+15%	84%	84%	0
40	75%	78%	+ 3%	74%	89%	+15%
41	90%	95%	+ 5%	68%	63%	- 5%
42	80%	85%	+ 5%	58%	68%	+10%
43	65%	55%	-10%	63%	63%	0
44	83%	83%	0	63%	68%	+ 5%
45	80%	80%	0	63%	63%	0
46	88%	90%	- 2%	89%	84%	- 5%
Average	64%	70%	+ 6%	73%	74%	+ 1%

Tenth grade pre- and post-tests results indicated that students in the sample classes made positive gains in both cognitive and affective items related to important career development concepts.

e. Conclusions and Recommendations

The career development tests used for evaluation were designed to measure three areas: (1) the extent to which program objectives were being met; (2) the extent to which program activities were being carried out; and (3) to recommend steps that should be taken to improve the program.

(1) Conclusions concerning program objectives

(a) Students developed an awareness that work is a way of life.

Cognitive items on both the third and sixth grade career development tests were used to evaluate the attainment of this objective. At both the third and sixth grade levels average scores indicated that students had a better awareness at the end of the 1977-78 school year that work is a way of life.

(b) Students acquired an appreciation of all levels and types of work in our society.

Cognitive items on both the third and sixth grade career development tests were used to measure the attainment of this objective. At both the third and sixth grade levels, average scores showed that students had a greater appreciation at the end of the 1977-78 school year for all levels and types of work in our society.

(c) Students developed positive attitudes about themselves and their relationships with others.

Affective items on both the third and sixth grade career development tests were used to evaluate the extent to which this objective was achieved. At the third grade level, average scores on affective items supported the conclusion that students developed more positive attitudes at the conclusion of the 1977-78 school year about themselves and their relationships with others. The results at the sixth grade level were mixed. One sample class of sixth graders showed improvement on affective items but another sample sixth grade class had a small decline of average scores on affective items. It can be concluded that this objective was reached at the third grade level. On the other hand, test results do not satisfactorily support the attainment of this objective at the sixth grade level.

Affective items on both the eighth and tenth grade career development tests were designed to measure achievement of this objective. At both eighth and tenth grade levels, results indicated small gains in average scores on items related to this objective. It may be concluded that attitudes of secondary students were probably already established and very difficult to change. Further, results of the career development tests do indicate that the local career program was positively reinforcing attitudes of eighth and tenth grade students.

(d) Pupils studied in-depth characteristics of careers listed within fifteen occupational clusters developed by the U.S.O.E.

Cognitive items (Part 2) of the eighth grade career development test were designed to measure the extent to which this objective was achieved by students. The results of the tests demonstrated that students had a significantly greater understanding of the fifteen career clusters at the conclusion of the 1977-78 school year.

(e) Students developed an awareness of individual interests, abilities, and aptitudes and their relationship to future career planning.

Cognitive items on both the eighth and tenth grade career development tests were written to measure the extent to which this objective was reached. Average scores of sample students at both the eighth and tenth grade levels documented that students had developed a greater awareness, by the end of the 1977-78 school year, of individual interests, abilities, and aptitudes, and their relationship to future career planning.

(f) Students explored in depth three possible career areas of their choice through hands-on experiences in the community.

This program objective was evaluated through the use of an occupational awareness inventory within the tenth grade career development test. The inventory revealed that most of the students had experienced two career explorations at the conclusion of their sophomore year. A smaller number, approximately 25%, indicated that they had explored three or more career areas of their choice at the conclusion of their sophomore year. In addition, over ninety percent of the tenth graders indicated that they had learned "some" or "much" from their on-the-job experiences.

2. Conclusions concerning program activities

Evaluation of the extent to which program activities were being carried out in the classroom was evaluated in part through the career development tests. Program activities consisted of an evaluation of: (1) activities used in the classroom, (2) career-related experiences of pupils at the various grade levels, (3) continuing career education inservice for teachers; and (4) the extent of communities activities related to the career program.

Teachers indicated the extent to which they incorporated career activities within the classroom through the means of a teacher check sheet that was completed at the conclusion of each semester. These check sheets revealed that most teachers conducted some career activities within their classrooms throughout the school year. A smaller number of teachers conducted many career activities within their classrooms and a few teachers indicated that they conducted no career activities within their classrooms.

The list of inservice programs presented earlier in this final report was evidence that the career program had made a sincere effort to provide continuing inservice for teachers in maintenance and implementation schools.

The results of career development tests supported the conclusion that students received a variety of career-related experiences throughout the K-10 continuum.

The involvement of Kiwanis, Rotary, Chamber of Commerce, Junior Achievement and other groups and organizations outlined previously in this final report documented the extent of community collaboration in the local career program.

3. Recommendations

The evaluation of the local career program substantiated that most objectives were achieved by sample students at the third, sixth, eighth, and tenth grade levels. However, the evaluation process revealed some areas in which objectives were not being fully met.

Insignificant changes were found, especially at the eighth and tenth grade levels, for attitude changes toward oneself, others and the world of work. Although it may be difficult to change attitudes at the secondary level, the local career program should examine strategies that may be more successful in the affective domain.

The evaluation process revealed that not all students in the Exploration Component had experienced three career explorations by the conclusion of their sophomore year. The career program will have to study alternative ways to provide three career explorations for ninth and tenth grade students.

Evaluation also disclosed that some teachers, especially at the tenth grade level, were not infusing career related activities within their classrooms.

The career program will have to design and implement inservice programs for secondary teachers to increase infusion of career-related activities within the classroom.

Formal evaluation and evaluations by state supervisory personnel have substantiated the need to involve to a greater extent teachers, administrators, and guidance counselors in planning career development services at all grade levels. These groups should also be more involved in ordering future career-related materials for the program.

The local career program will make an effort to fulfill all recommendations ascertained through the evaluation process.

The Board of Education of the Mansfield City School District met in regular session in the office of the board at 53 West Fourth Street, Wednesday, April 20, 1977 at 7:30 p.m.

Dr. Downing, President, called the meeting to order and asked all to join in the pledge to the flag. The roll was called by the clerk:

ROLL CALL - Members Present: Mrs. J. Dutton, Mr. R. Guthrie, Mr. G. Hall, Mr. T. Scott, Dr. R. Downing ---------- 5
Members Absent: None ---------- 0

Mr. McCrory, Superintendent of Schools and staff members present as follows:

Oscar Krebs
Lowell Smith
John Cunningham
Marita Bricker
David McVicker

x x x x x x x x x x x x x x x x

CAREER EDUCATION

Motion by Mr. Hall, seconded by Mr. Guthrie to approve and endorse Career Education set forth as follows:

One of the most important goals of this school system is to prepare youth to live a productive and personally rewarding life.

A well planned and coordinated Career Development Program is a means to help youth understand more about themselves and the world of work.

Career development assists students in grades K - 6 to: develop positive attitudes about themselves and their relationship with others; appreciate all levels and types of work in our society; and develop an awareness that work is a necessary element of our free enterprise system.

Career development provides students in grades 7 - 8 opportunities to: study the diversity of careers listed within 15 broad occupational clusters; develop an awareness of individual interests and aptitudes; and show the relationship between subjects studied in school and applications in the world of work.

Career development in grades 9 - 10 enables students to: improve their decision-making skills; explore at least three career areas of their choice through first-hand experiences in the community; relate their interests and aptitudes to possible career choices; and select 11th and 12th grade courses of study that will prepare them for future careers.

Be it resolved that because of the aforementioned statements, the Mansfield City Schools Board of Education does endorse the Career Development Program in the Malabar attendance area and supports its expansion to the Senior High School attendance area.

ROLL CALL - Yea: Dutton, Guthrie, Hall, Scott, Downing -------- 5
Nay: None ---------- 0
Motion passed

x x x x x x x x x x x x x x x x

CLERK'S CERTIFICATE

I, Freida V. Forrest, Clerk of the Board of Education of the Mansfield City School District, Mansfield, Ohio, do hereby certify that the foregoing is a true and correct excerpt as taken from the proceedings by the said Board of Education.

Freida V. Forrest

Freida V. Forrest, Clerk-Treasurer
Mansfield City Board of Education